The Church School Teacher

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MAGAZINE FOR CHURCH SCHOOL WORKERS

THE CHURCH SCHOOL TEACHER

VOLUME XXIII No. 3
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Cover picture—Site of First Girls' Sunday School—Gloucester, England.

This historic building, where Robert Raikes of Gloucester founded his first Sunday school for girls in 1780, will be demolished to make way for a new town planning scheme in the near future. Raikes is generally recognized as the founder of the Sunday School movement because of the publicity he gave to it in his newspaper, The Gloucester Journal. Before starting his school in this building, he had opened another Sunday school elsewhere which was not restricted to girls. When the town's new building plans are completed, it is expected that a commemorative plaque will be erected on the site of the old structure.

—Religious News Service Photo.

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The Church School Teacher

Vol. XXIII MARCH 1954 No. 3

From Your Director

By L. H. WESTBERG
Augustana Lutheran Church

Again it is our pleasure to turn over this column to Pastor Rudolph Burke, co-director of ADVANCE FOR CHRIST. *This month he tells how to turn on a dime.*

The time has come for the Sunday School to take another step forward in the ADVANCE FOR CHRIST program. Up to this time the children have been learning about missions and praying for the work at home and abroad. The teachers have "Kept the Ground Moist" (See January issue of "The Church School Teacher") by using their opportunities to teach the children what the church is doing in ADVANCE FOR CHRIST and to encourage their interest and prayers. Perhaps the children have begun to ask—"What can we do?"

In addition to learning about and praying for ADVANCE FOR CHRIST, the children of the Sunday School will have the opportunity to give. Attractive Dime Book Folders have been prepared for distribution at the beginning of the Lenten season. Entitled "An Adventure in Sharing with Jesus," these books should be given to every one of our 147,000 children.

These dime books are more than an appeal for money. If rightly used they can be a powerful means of teaching missions to our children. In fact, they offer every Sunday School a unique evangelistic opportunity. In ADVANCE FOR CHRIST we are concerned not only with the peoples across the oceans, or those who live in communities where our church as yet has no ministry, but our concern embraces also the individuals who live in the vicinity of each of our 1,200 congregations.

Adventure with Jesus

Every Sunday School has in its records a number of children who have dropped out. There are many who are so irregular in attendance that they are absent more times than present. What an opportunity

to make use of the ADVANCE FOR CHRIST program to contact these children, bringing them their Dime Books, inviting them to come back and share in the "Adventure with Jesus"! Tell them that this is something you don't want them to miss.

Spiritual Opportunities

Many a teacher no doubt will recognize the value of making use of the spiritual opportunities afforded by the Dime Book Folders, but there is so little time available for the teacher to call on the parents! Talk it over with your Sunday School Superintendent and with the Parish "Advance for Christ" Committee. Let them appeal for volunteers who will go out to contact the lapsed and delinquent children. If you are given a free hand, ask some of the women of the congregation if they will help you in this work of contacting the children who are being lost to the church. However you do it don't lose this opportunity. Extend the Kingdom in your own vicinity. Remember that missions begin at home.

After the Dime Books have been distributed take a minute or two each Sunday to talk about them. Translate them into terms of life. Tell the children what a dime will accomplish on the foreign fields. In Africa a laborer would work a day and a half to earn a dime. A dime book folder filled, would mean the service of an African for 15 days in building a new church. In Hong Kong a dime would equal 60 cents in Hong Kong dollars. Even in America a dime would mean much. If every Sunday School child co-operates and brings in a filled Dime Book Folder it will mean that three new missions could be established here at home. With each week's dime being added to the folders of all our children, a parsonage could be built for a pastor entering a new community. Use your own God-given ingenuity to make these Dime Books living.

Church of Tomorrow

147,000 children are enrolled in our Sunday Schools! The church of tomorrow! How vital it is that they learn, pray and give for Missions! May God bless every teacher with wisdom and grace to ADVANCE FOR CHRIST.

In case readers are wondering what motion picture I was writing about last month in my director's column, let me assure you it has a title—*"For Every Child."* Rent it from Augustana Visual Service for $8.00.

Director's Column

By R. A. VOGELEY
American Lutheran Church

FOR almost six months you have been teaching your present lass. You have become acquainted vith the boys and girls. You know heir background. You know their apabilities. You have prayed for hem.

Do they now reflect some of our love for Christ and conseration to Him? Do they now relect some of your interest in the Church and your spirit of regular vorship? Do they now have some f your desire to search the scripures and some of your ability in sing the Bible? Do they now relect some of your stewardship of ime and money, acknowledging God as the great giver of every ift?

Progress

For almost six months now you ave been teaching your present ass. Are any of your hopes for iem becoming flesh and blood? an you see any progress in their nderstanding of God's Word and ie way of salvation? Are any of ie general objectives of the course eing achieved? Are you grading our work a little higher? Now iat the children have had you as a teacher for these months are they capable of more concerted work in class? Do they complete assignments you give? Are they more at home in the Bible?

No, we are not expecting the impossible, but a teacher should stop every once in a while and think about these things.

Lent

You are now in the Lenten season. How can you help your children to realize the significance of their Saviour's passion? How can you meditate more deeply upon the amazing love of God in giving Himself for us? Are you praying without ceasing, yet at the same time continuing in your regular daily occupation and carrying all of your home responsibilities? Are you meditating upon these great acts of Christ for our salvation? Are you helping to nurture the faith of your pupils?

The Future

According to reports from the Bureau of Vital Statistics the birth rate in 1953 was very high. Approximately 4,000,000 babies were born in 1953. That means that in most churches the Nursery Roll

should be as large as ever before. Actually it should be larger. Many of our congregations do not have Nursery Rolls although much progress has been made in the last few years. It is not strange to notice that the Districts having the most Nursery Rolls also as a rule have the largest proportionate Sunday school enrollments in each department according to both the confirmed and baptized membership of the district. Continue to enroll the unchurched in your Nursery Roll. Larger enrollments should be inevitable in most of our Sunday schools.

The children born in 1953 will enter the Primary Department in 1959. That now becomes the peak year of our enrollment. By that time our Senior Department should be practically as large as our present Junior Department. Our Intermediate Department will be as large as our present Primary Department and the Primary Department in 1959 will be as large or larger than in 1953-54. So we continue to remind our congregations that there will be larger enrollments. We will need more facilities or a wiser use of present facilities. Most definitely we will need more teachers.

Bible Study

Very frequently our teachers say they have little opportunity of studying the Bible in a Bible Study Class. What are you doing about personal Bible study in addition to that required of you as a teacher? You may want to have Bible Study at your teachers' meetings. You may want to have a special period of Bible Study each week. Plan so that you too continue to grow in the knowledge of His Word.

KNOW YOUR CHURCH

The National Lutheran Council is thirty-six years old. It was organized during World War I as a common agency to further the interests and activities of the Lutheran Church. Its constituency is two thirds of American Lutheranism—4½ millions.

Participating in the Council are the United Lutheran Church in America (2,088,000 members); Evangelical Lutheran Church (907,000); American Lutheran Church (791,000); Augustana Lutheran Church (485,000); Lutheran Free Church (64,000); United Evangelical Lutheran Church (52,000;) Finnish Evangelical Lutheran Church of Suomi Synod (31,000); American Evangelical Lutheran Church (20,000).

John Huss of Bohemia

By JOHN O. LANG

WHEN in 1521 Martin Luther was requested to bring his case before the Imperial Diet at the city of Worms, and after both the Emperor Charles V and Luther's prince, Frederick the Wise of Saxony, had guaranteed Luther safe conduct to and from the Diet, Luther's friends warned him not to go. In their warning they said, "Remember John Huss of Bohemia." You will recall that Luther replied that "though there be as many devils in Worms as tiles on the roof" yet would he go.

Who was this John Huss of Bohemia whose name came up in the warnings not to go to Worms? Since it was on March 14, 1415 that this John Huss was excommunicated from the Church of Rome, it will be in place in this March issue of the *Church School Teacher* to review a few facts about him.

John Huss was born in a little farm village of Bohemia about 1380, and though of humble parentage, was educated and became an ordained priest. Being a capable young man, he was made pastor of Bethlehem Church at Prague, then professor of Philosophy at the Prague University, and still later dean and rector of the university. The writings of John Wyclif of England were known to Huss and he readily accepted most of what Wyclif wrote, and made it known to the people in the church and to the students at the university. He spoke against the vices of the clergy including those of the pope, and he denounced the great wealth and worldliness of the Church and questioned its political claims.

Scripture vs. Tradition

John Huss cited the authority of Scripture over against the claims of tradition. He denied the miracle of transubstantiation (the turning of the bread and wine into the body and blood of Christ) and lifted up his voice against the superstitions which were so widespread in his day. In the village of Wilsnack, for example, it was asserted that the miracle of transubstantiation had been proven since a piece of a wafer left on the altar was seen to bleed, and since it was further asserted that this miraculous blood had healing powers, thousands flocked to Wilsnack bringing their sick and crippled to take advantage of the healing

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shrine. Huss made an investigation of the matter and found that it was all a fraud, and the result was that pilgrimages to Wilsnack ceased, but Huss incurred the hatred of many of the clergy.

Huss lived in an age when the doctrine of the papacy indeed must have taxed the minds and consciences of the faithful to the limit. Between the years 1303 and 1378 the papacy was not in Rome, but at the town of Avignon near the southern boundary of France, and the popes were more or less under French influence. This was known as the Babylonian Captivity of the papacy. In 1378 the cardinals under stress elected a pope who set up residence in Rome, but immediately thereafter they repudiated their election and elected another pope who resided in Avignon.

Excommunication

Neither pope would resign, and each excommunicated the other. In 1409, the Council of Pisa tried to settle the matter and declared both popes deposed and elected a third, but the other two refused to resign, and there were three rival popes, each having excommunicated the other two. By 1414 the Council of Constance met and deposed all three popes and elected a fourth who had enough support to assert his leadership. It was the pope supported by the Council of Constance who in March of 1415 excommunicated John Huss.

Though excommunicated, Huss was summoned to the Council and the Emperor Sigismund guaranteed him safe conduct to and from the council, which guarantee Huss accepted. No sooner had he arrived at the council, however, than he was arrested and put in prison in chains, and a little later, in June of 1415, was burned at stake as a heretic. When the emperor was reminded of his guarantee of safe conduct, he replied that a promise made to a heretic was not binding. Huss was given no opportunity whatsoever of defending himself.

Martyrdom

The council ordered Huss dressed up in the Eucharistic vestments of a priest, and put the chalice and the paten in his hands, and then proceeded to remove them as they shouted, "We commit thy soul to the devil." Huss replied, "And I commit it to the most sacred Lord Jesus Christ." A paper hat was then placed on his head with the words "Arch-heretic" written upon it. Huss remarked, "My Lord Jesus Christ for my sake did wear a crown of thorns; why should I not then for His sake wear this light crown?"

Huss was then chained to a stake and wood and straw reaching to his mouth piled up around him. He began to speak and say, "You

are now going to burn a goose (the name Huss means goose in the Bohemian language), but in a century you will have a swan which you can neither roast nor boil." How prophetic of Martin Luther who lived just about a century later! Because of this prophecy of Huss, you will often find above the portrait of Luther a little emblem of a swan.

The straw was lighted and the wood began to burn, and smoke and flames shot upward, but the man in the midst of it all began to sing, "Jesus Christ, Thou Son of God, who hast suffered for me, have mercy upon me." The words were repeated, and then a third attempt was made to sing them, but the wind drove the smoke and the flames into his face, and the voice of John Huss was silent. As Lutherans, we thrill at the story of this Christian martyr, the story of this reformer before the Reformation, this champion of Protestantism who lived a century before Protestantism began! Just before the dawn the night seems blackest, and yet in the blackness there shines the morningstar, and we know that the day is near. Well do we refer to John Huss as "the Morningstar of the Reformation."

NEXT MONTH

Next month's issue will feature the *family*. Here are some of the subjects to be uncovered: "The church needs the family; vice versa; a dedication of a new home; family worship, a family bookshelf. You will have a month to get ready for National Family Week if you wait for the April issue. More if you start now!

Helps for Teachers of Beginners

Christian Growth Series, Beginners I, Third Quarter

By RUTH SWANSON

WE ARE about to begin the last half of the church school year. Let us stop a bit in retrospect and evaluate our teaching during the first half year. Have we been able to carry an aim-centered class period to a satisfactory close?

If we can not answer in the affirmative we probably have not been sufficiently well prepared. Probably an unexpected turn of events disturbed us so much that we lost our sense of direction and the class period was lost.

Fortunately, such a situation can be corrected. If individual teachers are well prepared the entire class session will be conducted with a confident calmness. Stories will be told in such a way that the young listeners will "see" the pictures as if the teller were relating an experience of her own. Such a class session will not be lost!

Since preparation is so important to effective teaching, let us resolve to make thorough plans for the last half year, *beginning now!*

Department leaders, encourage your teachers to make their teacher's guides their workbooks. In your discussion—planning or evaluating—make marginal notes of anything significant to the lesson. Such notes might be suggestive of ways to make a local adaptation of the material given. Or, if we have discovered that some part of a particular plan didn't jell properly, a marginal note to that effect will remind us to add more thought to it before we serve it again.

Review the Shuffle

A quick preview of this quarter will call to mind the shuffle of lessons we planned last quarter. Lesson 3 will have been substituted for Lesson 13 of last quarter; therefore, the order of lessons will be as follows: number 2 of the third quarter, number 13 of the second quarter, then numbers 1, 4, 5 and 6 of the third quarter. That arrangement will make it possible to use the Palm Sunday and Easter stories at the proper time.

Our work this quarter actually revolves around only two units. The first lesson completes the unit "God's Children Go To Church" started last quarter. "God's Fam

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Miss Swanson is on the staff of Augustana's Board of Parish Education.

ly" gives us an opportunity to de-elop an understanding of other eople of the world. "God's Vorld" stresses God's gifts of reation and His providential care.

The teacher's guide for this uarter is very well arranged. Mrs. Nordgren has included many sug-estions for developing each lesson. We will need to study those sug-estions remembering that it is bet-er not to attempt too many ac-ivities but to do a few things well.

Unit B

Unit B carries a definite mis-ionary emphasis. Its aim is to elp the beginners to know that God loves them and *all* children. Such songs as *Boys and Girls of Every Color, God Sends His Love* nd *I Want to Send a Whisper ong* have that thought as the heme of each one.

An interesting pre-session group ctivity could revolve around mak-ng an illustrated booklet contain-ng the song *The World Children or Jesus.* All of these songs are ound in the Missions and World Friendship section of *Songs for Children.*

Handshakes

The more our children learn bout the different nationalities the nore interested they will become n this unit. Use some of the dif-erent handshakes suggested on age 21 in greeting your classes each session during this unit. The children would love it!

The picture sets *Children at Worship Around the World* and *Children and Their Homes Around the World* provide excellent teaching material for this quarter. They may be used for motivational activities or for building an understanding of other children's modes of living. Both sets are available from your publishing house. Consult also the guide for the Christian Growth Series Picture sets for appropriate picture suggestions from those sets.

Rosita and *Manuel* by Jeanette Brown and a set of four books called *Nursery Satchel* are available from the Women's Missionary Headquarters, 3939 Pine Grove Ave., Chicago 13, Illinois. All are delightful stories of foreign children which will appeal to the beginners.

Do not fail to use the suggestions for projects and worship services found in the missionary packet: "God's Children Everywhere." This also can be bought from the Women's Missionary Society Headquarters for $1.25.

Unit C

Unit C places emphasis on praise and thanksgiving to God for His gifts to us. Several songs, found in *Songs for Children,* fit into the work of this unit. For example:

And God Said, All Things Bright and Beautiful and *Oh, Who Can Make a Flower?* Teaching these or any of those suggested in the teacher's guide would be a good pre-session activity for one group of children. Another group of early arrivals may prepare a scrapbook such as the one described on page 35. Planting seeds, as suggested on pages 38-39, would interest some and the poster-making activity as outlined on page 47, still others.

Motivate Through Activities

If we motivate interest through activity as soon as the children arrive, many discipline problems will not occur. A variety of activities from which to make a choice, helps to divide the children into interest groups. It will also stimulate a sharing conversation later on during the session.

We will be helped to *tell* each lesson's story interestingly and effectively if we read it from a good Bible story book in addition to reading the Biblical basis and the stories in the teacher's guide and pupil's leaflet. *Marian's Big Book of Bible Stories* by Marian Schoolland is valuable for this purpose. The language is readily understood by the younger children.

There are several inexpensive books which would appeal to children and motivate interest in creation. Some such, available from your publishing house, are:

God Loves Me—Fleeton
God Feeds Them—Johnston
My Bible Book—Janie Walker
Every Good Gift—Grunbock

Beginner teachers and leaders, as you approach this third quarter of our church school year, make much use of the excellent guide in planning for each of its sessions. May its suggestions spur you to greater efforts in your teaching adventure. May you approach your classes each Sunday confidently because of prayerful and careful preparation.

PRECIOUS GIFTS

Little children, girls and boys,
Sometimes worries, always joys,
Little folks who trust so much;
Little feet that run and play,
Little hands that learn to pray,
Wondering faces everywhere
Under combed or tousled hair,—
Precious gifts that bear God's touch.
Heaven's kingdom is of such.

—Robert Dolf.

Helps for Primary Teachers

Christian Growth Series, Primary I, Third Quarter

By ELLA OSTEN

PRIMARY I, Third Quarter, contains three units of lessons. Unit A consisting of two lessons (Lesson 1, the Easter lesson; Lesson 2, a review) is a part of Unit C of the preceding quarter. Since Easter comes on the third Sunday of April this year a rearrangement of lessons will be necessary.

Those of you who followed the suggestion given in the December 1953 issue of the CHURCH SCHOOL TEACHER will begin this rearrangement by using Lesson 2 of Unit A the last Sunday in March. This review will provide a fitting close for the Second Quarter if allowance is made for the two lessons still to be taught, namely, Lesson 13 of the Second Quarter which is the Palm Sunday lesson and Lesson 1 of the Third Quarter which is the Easter lesson. The schedule for the Third Quarter might be adjusted as follows:

April 4—Lesson 3, Third Quarter
April 11—Lesson 13, Second Quarter
April 18—Lesson 1, Third Quarter
April 25—Lesson 4, Third Quarter

The other lessons will follow in regular order for the months of May and June.

Expression of Faith

It is well when beginning to plan the quarter's work to study the aims of each unit and their relation to the "Desired Outcomes" as listed on page 4 of the Teacher's Guide. Both the Palm Sunday and Easter lessons are part of the unit "Jesus, the Friend of Boys and Girls." The key verse is "Lo, I am with you alway." This is the message of the living Christ. He has promised to be with us and to help us do His work. Now in Unit B we are to study some of the rules He gave us, "Rules for Happy Living." These lessons are to guide the child in the expression of his Christian faith in Christian living. See "Desired Outcomes" 1, 2, and 3.

In Lesson 3, the first lesson of Unit B, the question "Am I a Christian?" is asked. Those of you who keep a file of the CHURCH

Mrs. Osten is staff worker for the American Lutheran Church Board of Parish Education.

SCHOOL TEACHER will find an excellent suggestion for teaching this lesson in the issue for March, 1951. It is suggested that the teacher discuss the meaning of Baptism to guide the class in finding an answer to the question. The flannelgraph set "I Belong to Jesus", a Baptismal Lesson by Myrtle Rosene could be used. This is available from the Augustana Book Concern, Rock Island, Illinois. In the discussion help the children to understand that through Baptism we are made children of God. Songs which could be used are "I Am Jesus' Little Lamb", and "I Was Made a Christian." This second song could be used to answer the question raised in the lesson.

I was made a Christian
When my name was giv'n,
One of God's dear children,
And an heir of heav'n.
In the name of Christian
I will glory now,
Evermore remember
My baptismal vow.

Songs of Praise, No. 96

The promises made at the time of Baptism could be discussed. Jesus promises that He will be with us. Our parents or sponsors promised to teach us God's Word and to help us grow as Jesus wants us to grow. In Sunday school we study God's Word and learn how Jesus wants us to live. Notice the key verse of this Unit, "Even a child is known by his doings." Proverbs 20:11a.

A discussion of the meaning and purpose of Baptism will be a fine introduction to the lessons of this unit. As we study the lessons we discover how often we fail to do God's will. Primary children can understand that we disobey God many times and need to ask for forgiveness. We need to ask Jesus each day to help us. The scrapbook which is suggested in Lesson 4 would be a fine project for the group. The Bible verses learned, the poems used, the songs studied, the prayers written, and the pictures drawn by the children will all help to develop the understanding of the lessons studied.

Ten Commandments

In connection with the unit on "Rules for Happy Living" the Ten Commandments could be studied. The teacher could explain that God gave these Rules to guide us in living together and that Jesus learned these Rules when He was a boy.

Unit C consists of three lessons on Creation. Some of the frames from the filmstrip "Creation" from the Catechism Visualized Series could be used for these lessons. The first sentence of the Apostles' Creed could be studied. It could be printed in large letters

on the board or chart and used during the Unit. Or, if the series of pictures illustrating the story of Creation is made, the teacher could print the sentence from the Creed at the top of the pictures.

The Teacher's Guide mentions the special days which occur during this quarter. It is to be remembered that any observance of such days should help to glorify and praise the risen Saviour. Thus Mother's Day might be a Family Day on which the importance of families attending the church services regularly could be stressed. The establishment of regular Family Worship in the home is another way to glorify the Saviour.

Throughout the Unit, yes, throughout the year, pupils should be helped to compose their own prayers and encouraged to use them. Thus, for Mother's Day or Family Day each child might compose a prayer of thanks for home and parents. This could be printed on a card and taken home to be used as a place card at the table. Make use of your ingenuity, teachers, to help your pupils in practicing in daily life the lessons discussed in the class session. And for yourselves, do not neglect the regular personal study of God's Word, your source of inspiration and power for effective teaching.

FOR THOSE WHO BREAK THROUGH

And, as the path of duty is made plain,
May grace be given that I may walk therein
Not like the hireling, for his selfish gain,
With backward glances and reluctant tread,
Making a merit of his coward dread—
But, cheerful, in the light around me thrown,
Walking as one to pleasant service led;
Doing God's will as if it were my own
Yet trusting not in mine, but in His strength alone!

—John Greenleaf Whittier.

Helps for Teachers of Juniors

Christian Growth Series, Junior I, Third Quarter, "The Junior in Church"

By HILVIE MAE OLSON

"WHAT are we going to do about these children of today? They have absolutely no sense of reverence! At least that's how they act!"

Common remarks like these show us that adults today are concerned. They earnestly desire that their children love and revere their beloved church. We teachers do, too. That is one reason why we teach!

But more than that, we want today's children *to grow in their Christian faith as they experience a real fellowship with God. We want them to express their faith in their everyday living.* Furthermore,*we want them to appreciate and use the channels for worship and service which our church provides.*

Our new quarter gives us just the opportunity needed to nurture and nourish that Christian growth. Through learning about the pastor, the worship service, and the organization and work of our church, our juniors should grow in appreciation of their own church membership. As a result they should participate more intelligently and wholeheartedly in the life and work of the church. Then their spirit of reverence will be genuine.

Miss Olson is on the staff of the Augustana Board of Parish Education.

Contents

A look at the contents page shows us that the material in *The Junior in Church* is not divided into units. However, the lessons can be grouped very naturally under three topics. The first three lessons are about the pastor. Lessons four to eight are about the church worship service—including the offering. The last five lessons are about the organization of our church congregations.

I have penciled the following unit titles on the Contents page of my teacher's guide. You may wish to do likewise.

Unit A. Our Pastors—lessons 1-3.

Unit B. Our Church Worship—lessons 4-8.

Unit C. Our Church Organization—lessons 9-13.

As we glance through the teacher's guide, we notice that each lesson contains its own Biblical basis,

aims, helps for planning the lessons, and references for additional reading. The study book features some church symbols each week. It also lists references for home Bible reading and suggests something to do at home.

Activities

Since there are so many symbols in our Lutheran churches which are a real aid to the worshiper who understands them, a study of church symbols is an important activity. For this to be most worth while for your juniors, they should study the symbols in their own church. From their learnings they can make a reference book. In it they can list, picture, locate, and explain the significance of all the symbols they can find in their own house of worship. The completed booklet will make an interesting addition to the church library.

To make it, both teachers and pupils should first glance through the pages of the study book to note the various symbols included. Then start looking for similar ones and others in your own church and draw pictures of them. Find out what they mean. If they are not listed in the text perhaps they are described in the booklet by Howard R. Kunkle, *Symbols and Terms of the Church. Lift Up Your Hearts,* by Lornell, will also be a valuable class reference book.

The teacher's guide and study book describe ongoing activities for each individual junior. One of these is the booklet for keeping record of one's own church attendance. Page 8 of the guide describes this. Another activity is the Daily Bible Reading Chart illustrated on page 10 of the pupil's book. These records may give the juniors the needed motivation for developing these desirable habits.

However, teachers must realize that daily *Bible reading and church attendance must be purposeful and meaningful if they are to be a means for receiving the Word of God.*

That is why this entire quarter aims to give the proper meaning to church membership and church worship.

A Good Idea

In addition to these activities for the entire quarter, others can be completed with each "unit." With "Unit A" it may be the booklet or frieze entitled "My Pastor and His Work," mentioned on page 16 of the study book. Page 13 of the guide gives the suggestion that the pastor be invited to the junior department to speak to the group about some phase of his work. Not a bad idea!

With the unit about our church worship, the project may be the frieze or poster, "How Our Gifts Help," suggested in lessons 7 and 8. Or your group might make a book-

let or accordion book which tells the story of our Lutheran church worship service. As mentioned in lesson 6, the church organist may be invited to one session to explain the importance of music in the church worship.

A visitor during the third unit may be a member of the church council. Juniors are eager to learn how the church organization functions, and what the various board and committee meetings are about. They also want to know what they can do to be more helpful members of the church. As the council member tells them about the various officers of the church and their duties, the juniors could gather information for charting the organization of their congregation. Maybe they can make a simple directory. The lists of members and church officers on pages 60 and 62 of the study book will give them help with this. Perhaps the councilman can suggest other worthwhile projects.

Audio-Visuals

If you are looking for audio-visual aids to strengthen this quarter's study, you can find just the thing in current stewardship productions. *You and I and the Other Half Million* is the 28-minute sound filmstrip which tells of the work of the American Lutheran Church. Augustana's comparable filmstrip is *This Is Our Church.* Either of these would be excellent to show at your quarterly Family Night.

The Miracle of Warren Walker is a 13-minute stewardship filmstrip which could be shown, preferably with lesson 7 or 8.

Since the Third Article of the Creed centers about the Holy Spirit's work of establishing and keeping the Church Fellowship, it is the basic Catechism study for the quarter. The filmstrip, *Sanctification,* of the *Catechism Visualized Series,* would help the teacher and the pupils gain a deeper understanding of the Holy Christian Church.

Books

The books from the Teacher Training and Leadership Courses for the teachers' own study this quarter are Stauderman's *My Congregation at Work* and Herman's *The Church in the World Today.*

Lornell's *Lift Up Your Hearts* (sixty cents) and Kunkle's *Symbols and Terms of the Church* (fifteen cents) will be the chief resource books for the juniors themselves to use.

Friedstrom's *Christian Growth Through Sharing—Junior I,* the booklet prepared especially by the Augustana W. M. S. to give additional missionary emphasis to the *Christian Growth Series,* should be consulted. The section, "Inter-

sting Missionary Facts," should e made into a separate booklet if this has not already been done) or the juniors to use as reference naterial. The Children's Mis-ionary Society Leader in your hurch should help plan the quar-er's work so that she can give pecial assistance with the mission-ry correlation. For lesson 8 she an provide information about the nissionary work your society sup-orts.

Pictures

An abundance of pictures of pas-ors, churches, church furnishings nd symbols can be clipped from ld church periodicals. The juniors an use these when they make their osters, friezes, and booklets.

The sets of teaching pictures hat accompany the Beginner and Primary *Christian Growth Series* essons provide suitable worship enter pictures. Here are some uggestions:

Unit A. Primary III, picture 14, "What Does Jesus Command?"

Unit B. Primary III, picture 1, "How Did Jesus Use the Bible?"

Unit C. Primary III, picture 13, "Where Is Jesus Now?"

Other pictures from these sets with teaching value for this quarter include:

Beginners I, pictures 2 and 4

Beginners II, picture 1

Primary I, picture 11

Primary III, pictures 9, 16, and 18

Power to you, teachers of juniors, as you prepare to teach *The Junior in Church!* Through this quarter's work may our juniors gain a deeper appreciation of their membership in the "holy Christian church, the Communion of Saints." And may they and we participate more wholeheartedly and intelligently in it!

NOURISH THE FAITH

Christians are like the several flowers in a garden that have each f them the dew of Heaven, which, being shaken with the wind, they et fall at each other's roots, whereby they are jointly nourished, and ecome nourishers of each other.

—John Bunyan.

Helps for Teachers of Intermediates

Christian Growth Series, Intermediate I, Third Quarter

By R. A. VOGELEY

THE LESSONS in this quarter complete the study on the significance of confirmation. When you survey these thirteen lessons under the three units, Unit A, Before Confirmation; Unit B, On the Day of Confirmation; Unit C, After Confirmation; think in terms of your class.

You may have children who are twelve years old and not yet in the catechetical class. Your pupils may be members of the first year catechetical class. You may have children who are preparing for the day of their confirmation. In fact, if your church has its confirmation service on Palm Sunday they will be confirmed before you get to Unit B. You may want to use Unit B first. Your children may have been confirmed in 1953. If such is the case you must work even harder and plan more carefully in order to have an effective series of lessons.

Consult Pastor

We suggest that you plan these lessons considering the possibility of having some of the older confirmed members present certain phases of some of the lessons. It is also wise to consult your pastor regarding the memory work which can be emphasized or the points which he would like to have brought out more effectively in view of the age of your class. Your basic approach and development of each lesson should be determined largely by the age of the children you teach.

Unit Planning

Plan in terms of the units. There are certain points which you may want to emphasize throughout the unit. There are certain points in one lesson which you may want to bring out more pointedly in the following lesson. Only planning by units will make this possible. Throughout the teacher can highlight the importance of confirmation and the privilege which the children have in attending the confirmation class. The teacher can help to develop attitudes in the congregation regarding confirmation, so that its great value is apparent and appreciated.

Lesson 1. You may want to build your lesson largely around the questions on pages 9 and 10 of the pupil's leaflet.

Lesson 2. The importance of continuing in Bible Study and in

Sunday school is certainly one of the major goals of this lesson. It is possible to use 2 Timothy 2:1-26 as the Bible basis for this lesson. You may care to add 2 Timothy 3:14-17.

Lesson 3. The approach and development depend almost exclusively upon the status of your class in its confirmation work. If the children have practically completed their work or if they were confirmed last year you may emphasize what they could do to encourage others to make the best use of catechetical instruction and highlight certain phases of the work of the pastor.

Last Year's Class

Lesson 4. You may want to use as a Bible basis both the first and the last chapters of Joshua. This decision to serve God is one which must be made constantly.

Lesson 5. If your work has been planned in advance you may have members of last year's confirmation class present many phases of this lesson to those who have not yet been confirmed. In this way you can also have an effective lesson with the older intermediates as they prepare to present to others the significance of their own confirmation.

Lesson 6. The promise made to God is certainly one of the important phases of this lesson.

Lesson 7. The material in the pupil's leaflet is easily adapted to a "sharing" session in which different members of the class discuss these points. Since all points cannot be discussed in the average class period you must determine those points especially on Page 37 and Page 38 which will help you to reach your goal most effectively.

Lesson 8. The pictures on Page 33 are useful tools in developing this lesson. Never fail to study all the printed material so that you make use of the good helps offered in the study book.

Present Luther League

Lesson 9. If the members of your class are not members of your Luther League it may be wise to have the President of the League or a Committee from the League present various phases of the work of the League to your pupils.

Lesson 10. Your church council or members of the Stewardship Committee may want to explain in more detail the principles of stewardship and even the budget of the church. Your Department of Stewardship and Finance has many fine supplemental helps to highlight both the principles and practice of Christian Stewardship.

Lesson 11. Examples from the Book of Exodus, chapters 35 and 36 especially, may be the Bible basis on which you care to develop this lesson. Essential to effective

service in the church is first of all the willing heart and then trained hands and heads. Highlight the importance of personal service and things which can be done by members of the class.

Lesson 12. You may want to combine the suggestions given on Page 62, last paragraph, or have members of the church council and other adult groups share in the Sunday Morning lesson.

Lesson 13. Your development depends upon what you have done in the previous twelve weeks. You should know the points that need to be emphasized. You should know assignments that can be made so that the class members themselves can develop and explain what the various goals and aims mean to them.

This is not an easy series to teach. But it can be a very effective series if you will pray and plan and work.

WHO'S A CYNIC!

A cynic is one who never sees a good quality in a man, and never fails to see a bad one.

The cynic is one who knows the price of everything and the value of nothing.

—Oscar Wilde.

A New Slant

By MARGARET N. FREEMAN

IT was a Sunday morning in mid-winter. The golden sunght shone down upon a ragged ttle urchin, cheeks pinched red ith the winter wind, who was aking firm balls out of the crisp, runchy snow. Suddenly his eyes idened and his mouth crinkled in smile. Surely it was too good to e true! He had the ammunition, nd approaching nearer and nearer, ame the perfect target, a man earing a top hat!

Erect, shoulders braced against he chill wind, closer and closer ame the man. The boy took careul aim, and with the practiced eye f one who has mastered his art, e sent the snowball whizzing at he hat. With a dull thud, it cored its mark and sent the hat olling into the melting snow.

The man's keen eyes saw the agged little fellow darting away. Boy!" he called quickly, "come ere!"

Trembling, the boy obeyed. very instinct told him to flee, beause he would surely receive a evere scolding or even worse. Something in the man's authoritative voice impelled him to move forward, and slowly he approached the place where the man stood hatless.

The boy glanced furtively at the man and was amazed to see he was smiling. The man put an arm about the little fellow's thinly clad shoulders. His voice was pleasant and carried a trace of a chuckle in it as he said: "My hat furnished you a perfect target, didn't it? Now, young man, I want *you* to do a favor for me."

He's Bluffing

The boy thought, he's bluffing, as his eyes wandered over the man's immaculately groomed figure. What could I ever do for him? he wondered, as he looked at his own ragged, dirty self. He continued to stare at the man, speechless, and doubting that any good would come to him.

"I have a Sunday school class," the man explained, "and I want you to come. We'll have a fine time, and you'll meet many friends there."

Together they went down the street and turned into the church,

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Mrs. Freeman is a free lance writer who contributes frequently to our Sunday school story papers. Her home is n Shenandoah, Iowa.

probably the oddest looking pair out together that Sunday morning —the ragged, dirty little boy and the dignified, stately man!

It was the turning point in the life of the nine-year-old boy, and the beginning of a firm, true friendship between the two.

The boy is known as one of the top physicians in this country today, and his kindly benefactor was Bishop Cheney. This physician says: "I was a pretty wild sort of boy when I met the bishop and knocked his hat off with a snowball." He says today he might well be with his pals of those early years had it not been for the bishop. Of the three of them who sold papers together in those days, two are in the penitentiary, but the bishop steered him to Sunday school and "Sunday school," he says, "gave me new ideas." He began heading in a new direction.

"Thank God," says this eminent man, "for a big bishop who loved dirty, little urchins."

TWENTY-THIRD QUADRENNIAL CONVENTION

Twenty-third Quadrennial Convention—that is the imposing name for a few thousand church school teachers having a convention. A very special convention, however, to be held in Cleveland, July 1955. And best of all, you are invited. That is all we will say today. But you had better start a TQC savings account.

Memory Work in Confirmation Instruction

By GERHARD H. DOERMANN
Professor of Christian Education
Capital University Seminary

This is an article originally printed in the LUTHERAN OUTLOOK. *By permission of the author* THE CHURCH SCHOOL TEACHER *will run it in four installments. The article will be of interest to teachers and pastors.* ED.

IT SEEMS to the writer that any discussion of memory work must go beyond a discussion of word-for-word memorizing to be of value. Since the purpose of this paper is in part to help establish some basis for standards to be required in confirmation memory work, and since this field of Christian education uses the Catechism as a basic text, we shall begin with a discussion of

I. Luther's Aims and Methods in Memory Work

The longer we study Luther's Small Catechism, the more we must marvel at Luther's breadth and depth of thought, as well as his skill in combining completeness with brevity, and clarity with profundity in his Catechism. His skill and educational common sense stand out the brighter against the background of his times.

Only as we view these values of the Catechism in the light of the times, against the background of those conditions which compelled Luther to devote himself so extensively to the Christian education of the common man, can we truly appreciate the greatness of the man and the enduring value of his Catechism. The goal he had set himself seems to have become a consuming passion. That goal might be stated as that of reaching all the people with the Gospel. To put it another way, he had set himself the task of helping the common man articulate his faith, understand God's love in Christ, and share his convictions with his children.

Only when we understand the situation out of which the Catechism arose can we make most effective use of its abiding values in our program of confirmation in-

struction today. Consider first the differences "then" and "now" in *education.* The average person of today differs from the average of Luther's day so greatly that a comparison is almost impossible. Illiteracy was the rule in his day. It is extremely rare in most American communities today. Then, in the area of *politics,* concepts such as individual freedom, democracy, separation of church and state, and the like, were practically unknown.

Social Life

Economically the average man was happy if he had a sound roof over his head, sufficient food, coarse though it was, to keep the pangs of hunger away, clothing to keep him warm, and an occasional opportunity to attend an engagement party or wedding with their accompanying dances and simple pleasures. *Social life* was therefore very simple, and the home was the center of most activities. The Church had too little influence in the lives of common people, and schools existed only for the rich and a struggling few from the "lower classes."

The totally different atmosphere in which we find ourselves today makes it imperative that we reexamine the use we make of the Catechism, not with any thought of discarding it or of minimizing its value, but rather to make its use more fruitful in leading Christian learners to the goal before us in 2 Timothy: "that the man of God may be complete, equipped for every good work" (R. S. V.). Such a reexamination will help us to recognize more fully than before the values in the Catechism and to make more diligent and wiser use of it.

American Version

For we must all admit that traditions have grown up about the use of the Catechism which can become deadening with changing times and conditions. And if I interpret the spirit of Luther correctly, he would be the first to advocate a use that would meet the demands of the times and the needs of the Lutheran learner of today. The writer believes that Luther would be the first, were he living today, to advocate an American version of the Catechism (not simply a translation from the German), provided that such a version could be introduced in an orderly way and without violating known principles of learning.

Luther's introduction to the Catechism (one of the editions of 1529 reveals his spirit in the mat-

ter: "In the first place, let the preacher above all things guard himself and avoid (using) a variety of other forms of the Ten Commandments, the Lord's Prayer, the Creed, the Sacraments, etc." His point in the quotation was not to make it imperative for others to use *his* work, but to help pastors and parents to avoid confusing the minds of learners by using a variety of texts.

That this was his purpose, and that he did not set up his own work as the only useable model, is seen in the paragraph of his Introduction which follows the quotation above, where he tells pastors, "therefore choose whatever form you wish, and stay by it forever." (We cannot help but add that this would be good advice for the Lutherans of America today.)

Recalling Luther's goal as summarized in the first paragraph, namely to reach all the people with the truth of the Gospel, we can now begin to appreciate the problems he faced in attaining that goal. Added to the problem of illiteracy was the attitude of the people to any type of formal education, religious or secular.

Luther reveals this attitude when he voices their objections to schools in his writing of 1524, "To the Magistrates and Rulers of Cities in German Lands": "Now why, they say, should we let them learn if they are not to become priests, monks, or nuns? Let them rather learn to support themselves," That a utilitarian, not to say secular, philosophy of life controlled too many minds in his day, as well as ours, is seen from the same writing. "Gentlemen," he addresses them "since we must annually spend so much for guns, roads, bridges, dams, and unnumbered other similar items, in order that a city may enjoy temporal peace and prosperity, ought we not rather spend as much on our needy poor youth so that a qualified man or two may be supported as teachers?"

Magnificent Obsession

Against that background we can readily see why Luther, enlightened to the need of the people for the truth in Christ, would bend every effort to reach the common people. It was a driving force within him. It became a truly magnificent obsession. As a result Luther's contributions in the field of general education as well as Christian education are many. We are still enjoying the fruits of his labors in the exceptional educa-

tional opportunities which lie open to all in America today.

Luther used many methods in striving to reach the people of his day. Many of his techniques are still accepted procedure in education today. Not all of the devices and methods used by Luther were originated by him, but he used every means at hand to reach his goal. In that endeavor he developed and perfected many devices used before, and provided them with real content by means of his Catechism, a model summary of the Christian faith.

Visual Aids

Visual aids were used, first in the form of placards, called "Taffeln" or tablets in English. Pictures were used in early editions of the Catechism when it was printed in book form. Bible histories had their beginning in Bible picture books, with only a few words to caption each picture. In view of illiteracy the chief parts and their explanations were memorized by reciting them over and over. This is a form of "learning to do by doing." Learning by play is also recommended by Luther in the above named writing to the magistrates and rulers.

Luther was progressive in the best sense of that word for he considered it important that children find joy in learning, and called this an arrangement of God's grace. He emphasized understanding of the learner, recalling the writing of an earlier church father who said that as Christ had to become a man in order to save men, so we must become children if we wish to guide children.

The Home

One modern emphasis revived and developed by some of our Lutheran boards of education in the last decade deserves special mention: our effort to restore the home to its vital place as an educational agency. This was the only way in which Luther, in the early days of the Reformation, could reach the young. There were no confirmation classes. There were no schools for the mass of the youngsters. So Luther sought to train the parents by means of sermons, the placards already mentioned, and his writings in general. He wanted parents to be able to share their convictions with their children, to be able to give an answer for the hope that was theirs, as well as answers to specific questions they would ask.

It seems logical to assume that the form of the Catechism arose out of this situation. The paren

would teach his child, for example, the second Commandment. The child would ask, "What does this mean?" Then the parent would be able to give the child a summary answer in the words of the explanation provided by Luther.

Means to an End

What has been said so far prepares us to understand Luther's emphasis on rote memory work. He had to use such memorizing as a starting point. There was no other way. He could not take the time or wait until the children had learned to read before giving them religious guidance! Had all of them been able to read, the problem of books still remained. These were not only few in number, but far too expensive for the common man. So the beginnings of what we call the Catechism are found in the placards or charts. Each chart or placard, perhaps with one Commandment, or other part of the Catechism, with a summary explanation of Scripture truth, would be used to drill into the memory the basic facts required for Christian education. They were used much as flash cards are used today to teach reading in the lower grades.

Memory work in Luther's day *was a means to an end,* and only that! It was not an end in itself. And it was a very specific end that Luther had in mind with rote memory work, namely to supply the learners with the necessary facts in a form available for ready use in furthering their understanding of the way of life in Christ.

Today printed materials have largely taken the place of rote memory, perhaps not entirely to the advancement of learning. At any rate, we can readily see the specific end Luther had in mind in the terse form of the Catechism, as well as in his insistence that when one form of the Ten Commandments or other chief part was committed to memory, that form should continue to be used lest confusion result in the minds of the simple, unlettered learners of that day.

Same Purpose Today

Memory work today should have the same purpose that it had in Luther's day. It should be a *means to an end.* Memory work in connection with the use of the Catechism has sometimes, because of tradition, been a handicap to the best use of the Catechism. I fear that very often memory work has been made an end in itself! We have identified the ability to recite

Luther's Catechism with ability to understand its truth. If memory work is used in any such mechanical way, it is a detriment to true appreciation of its meaning for us in our lives today.

Luther did not use memory work for such an end. It certainly is possible, and even probable, that making the ability to recite the enchiridion verbatim, and also the questions and answers added in our Catechisms today, the only test of Christian progress, has helped reduce Christianity to a purely intellectual attainment. It is also quite probable that such misuse o memory work has had something to do with the distaste for doc trinal instruction that is ofte found outside of, and frequentl within, the Lutheran Church. I is quite probable that mechanica instruction of this kind has turne young learners away from th church instead of winning them for the church. We dare neve equate rote memorizing with in struction.

(The second installment will appea next month.)

CATECHISM VISUALIZED

The American Lutheran Church and the Augustana Lutheran Church have co-operated with ELC and Missouri Synods to produce a series of filmstrips on Luther's Catechism. Write your publication hous for descriptive literature.

Gleanings from the News

By AXEL V. BECKMAN

6,000 Converts

Recently, President Eisenhower was the recipient of a book of unusual interest to all Christians. Presented to him by Dr. Billy Graham, the volume was one of 20 containing the signatures of 16,000 servicemen who have been converted to Christianity. Prisoners of war, the men are now in the custody of the Neutral Nations Repatriation Commission in Korea.

In making the presentation, Dr. Graham stated that some 2,200 of the men are now studying the Bible in "prison compound seminaries," and will be ordained to preach the gospel when released. The books were brought to this country by a Presbyterian missionary who had ministered to the men in prisoner of war camps.

Protest Aid to Spain

The inter-board commission on social and economic relations of the Methodist Church in Minnesota has sent a request to the President and Secretary of State asking that United States government funds be withheld from Spain until freedom of public worship is granted to all non-Roman Catholics in that country.

Protestant Suppression

New reports are reaching us of the activities of the Colombian government to suppress the work of Protestant churches in that country. The National Association of Evangelicals states that the Baptist Church at Leticia, has been ordered closed, 11 missionaries have been expelled from the Choco Province, and 110 Protestant mission schools (enrollment 3,343) were forbidden to open for the fall term. This action has closed nearly ⅔ of Colombia to Protestant mission activities.

Unique Plan in Norway

In an effort to stimulate Bible reading in the homes, the State Church of Norway has sanctioned the sale of Gospels in magazine format on the newsstands. The Gospel of Mark in this form is already on sale, illustrated with photos of modern Norwegian life to emphasize both the timeliness and the timelessness of the Holy Scriptures. It is said that the State Church of Denmark is considering a similar method of encouraging Bible reading in that country.

"John Wesley" Film

After the unexpectedly enthusiastic popular response to the film

on the life of Martin Luther, there is little doubt of the success of the coming film on John Wesley, the founder of Methodism. The feature length moving picture, in color, will be released early in 1954 in connection with the observance of the 250th anniversary of Wesley's birth.

Gideon Bibles Barred

Recent action in Ohio and New Jersey towns, barring the distribution of Bibles and New Testaments to school children, has caused some disturbance in the minds of Protestant church members. The *Christian Century,* however, in commenting on the action, agrees with the stand that has been taken as being in accord with our national policy of the separation of Church and State, and suggests that other means might be found for distributing Scriptures to students.

DUTIES

The everyday cares and duties, which men call drudgery, are the weights and counterpoises of the clock of time, giving its pendulum a true vibration and its hands a regular motion; and when they cease to hang upon the wheels, the pendulum no longer swings, the hands no longer move, and the clock stands still.

—LONGFELLOW.

Religious Instruction on Released Time

By J. J. HABERAECKER

WHEN the doors of our public schools opened in September, our arrangement of religious instruction on released time entered into its ninth year of operation. This way of religious instruction was inaugurated when the present pastor of Trinity Lutheran Church assumed his ministry. Of course, the permission and co-operation of the school authorities had to be sought and granted; and likewise, our own people had to be informed as to the working of the system and their co-operation assured. It is gratifying to mention that both parties, although at first reluctantly, permitted the plan to function from the beginning.

Every Friday during the entire school year at their appointed time, the students come over to our educational building which is only a block distant. Under our arrangement, classes five and six come together; then seven and eight; next class nine, constituting our confirmation class, for two periods; and then grades ten to twelve.

It was, and still is, our aim to make this school a community affair. While the participation of other denominations is not general, we always have the opportunity to instruct some of their children.

H. S. Students

For several years, the local pastor was the only instructor until Pastor R. W. Schlachter became pastor of St. Paul's Church at Lohman. He now, too, instructs a few classes since students of his parish, especially on the high school level, participate. This is made possible by the fact that Russellville is a unit school embracing the surrounding territory. Through the plan of reorganization in the state of Missouri, a number of country schools have been closed and students are transported to the spacious and enlarged school in Russellville.

Thus, all of our children attend the local school, and all of them attend our school of instruction which is now taken for granted. The attendance numbers around 60 students. This means of instruction is a permanent part of our youth training and is recognized as being definitely a good and workable plan, and it receives the commendation of competent authorities on religious education.

The Rev. J. J. Haberaecker is pastor of the AIL church in Russellville, Missouri. The article is reprinted from the RURAL LUTHERAN.

It may be added that no charges are made for tuition or other expenses. Our Sunday school treasury bears the cost of teaching material, and the congregation furnishes the facilities also free of charge. Awards are given to students having perfect attendance, and the number of them is large.

Among the advantages of this plan is the fact that it keeps students more years under the influence of religious instruction than would otherwise be the case. It creates the impression that religious instruction is an integral part of a rounded out education as the fear of the Lord is the beginning of wisdom. It also eliminates summer school which is appreciated by farmers who not only need the children during the summer, especially with the shortage of farm labor, but who also find it inconvenient to bring them.

It is our hope and prayer that this type of religious training will make its definite contribution toward the deepening of the spiritual life of our students, to make them better Christians and loyal citizens of our beloved country.

YOUTH

Forty is the old age of youth;
fifty is the youth of old age.

—Victor Hugo.